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A Proposal by the Chancellor for a "Common Market".
Minnesota State Coll. Board, St. Paul.
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A Minnesota State College Common Market (MSCCM) of education program to open the resources of all 6 state colleges and permit them to move freely within the state system was proposed. The program involves full transferability of all general education requirements, and those major requirements approved by the degree-granting college, for a minimum of 1 year and a maximum of 3 years. Exposure to the different intellectual, moral and social climates at each of the state colleges as well as their varying special academic resources should significantly enhance the students' educational experience and reduce the high drop-out rate during the first 2 years of college. The MSCCM would not require changes in state law or State Board regulations and administrative costs would be minimal. To aid students who may have a differential in living costs, federal and private funds will be sought. Further steps in the MSCCM call for development of additional newly designed academic programs, faculty interchange, and a common market exchange agreement with all other components of higher education in Minnesota. Publicity materials giving the details of the program are included. (JS)

A PROPOSAL BY THE CHANCELLOR FOR A "common market"

The state colleges have arrived at a time when each is gaining state and national recognition. Each of our state colleges have developed some specialized strengths in addition to their task of providing higher education for their region. These special strengths should be made public and should be available to all students of our state -- indeed the entire nation. We cannot afford barriers to Minnesota students who seek to take advantage of these special opportunities.

Our first step to "open doors" to students who seek academic enrichment is to assist them to move more freely within the state college system. There are no basic organizational changes necessary to assist this interchange. It can be done within the present legal and structural framework. What is necessary is a willingness of all parties concerned and an awareness on the part of the student of these special strengths at the other state colleges than the one of his attendance.

We are, therefore, asking the faculty and administrations of each of the state colleges to identify their own specialties and assist us in communicating them system-wide to the students. The respective state college presidents and the State College Board have also given their encouragement to this program. I urge, therefore, all members of the state college community to seek ways of making this "Common Market" a reality. The products of this program will open new dimensions of excellence to our students. Eventually we would hope to broaden the base of this interchange.

G. Theodore Mitau

Dr. G. Theodore Mitau

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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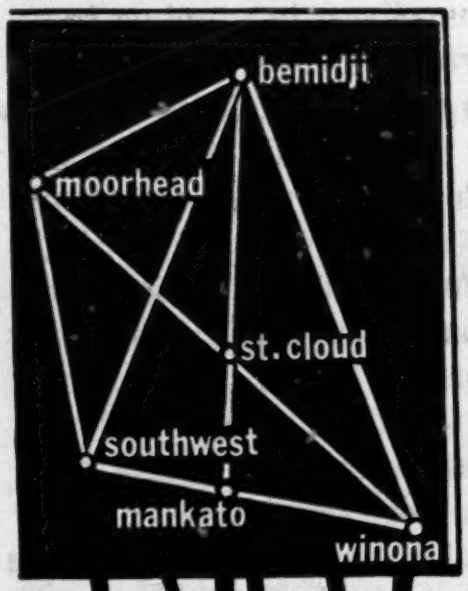
COMMON MARKET CAMPUS DIRECTORS

Bemidji State College	Mr. Edward G. Gersich Assistant to Academic Dean
Mankato State College	Dr. Andrew Een Registrar & Dir. of Admissions
Moorhead State College	Mr. Don Engberg Admission Counselor
St. Cloud State College	Dr. Arthur Sullivan Ass't. V.P. for Academic Affairs
Southwest State College	Dr. Paul Seymour Assistant Dean of Faculty
Winona State College	Miss Lois Simons Ass't. V.P. for Academic Affairs

COMMON MARKET PLAN



FOR STUDENTS
OF THE MINNESOTA
STATE COLLEGE SYSTEM

DEAR STUDENT:

Upon acceptance to a Minnesota State College you are automatically eligible for its "Common Market" Program. This entitles you anytime after your Freshman year to spend up to three quarters at any of the other Minnesota State Colleges without transferring or losing credit at your home college. This gives you an opportunity to sample up to three other exciting colleges. You should plan these as they fit into your schedule and with the approval of your advisor. Your request for a quarter at one of the other colleges should be made as early a possible since your acceptance at the host school is based on space available for the "Common Market" program that year. See your advisor for application blanks.

Sincerely,

G. THEODORE MITAU
Chancellor

The State College Board

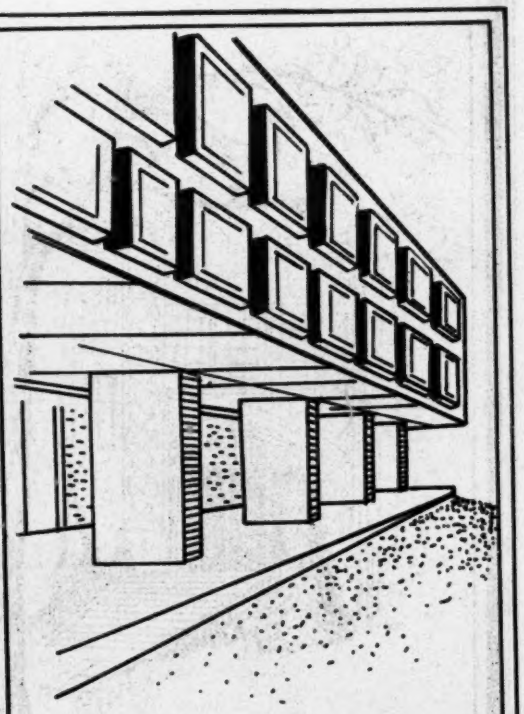
407 Capitol Square Building
St. Paul, Minnesota 55101

Office of the Chancellor

MANKATO...

YOUR LARGEST CAMPUS

James F. Nickerson
President

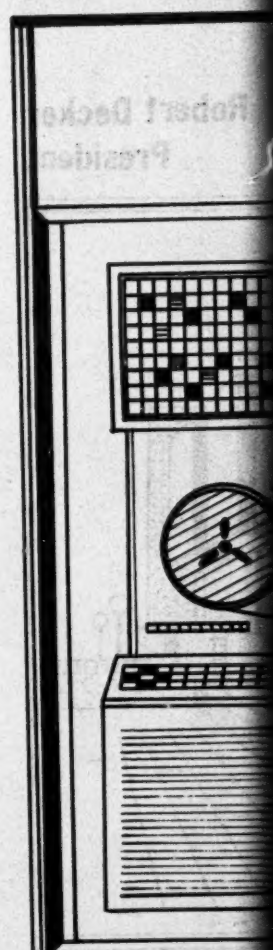


NEW PROGRAMS

- Urban Studies
- International - Joint Program with Mexico
- M.A. and Sixth Year Programs

SOUTH

YOUR EXPERIM



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THEODORE MITAU
Chancellor

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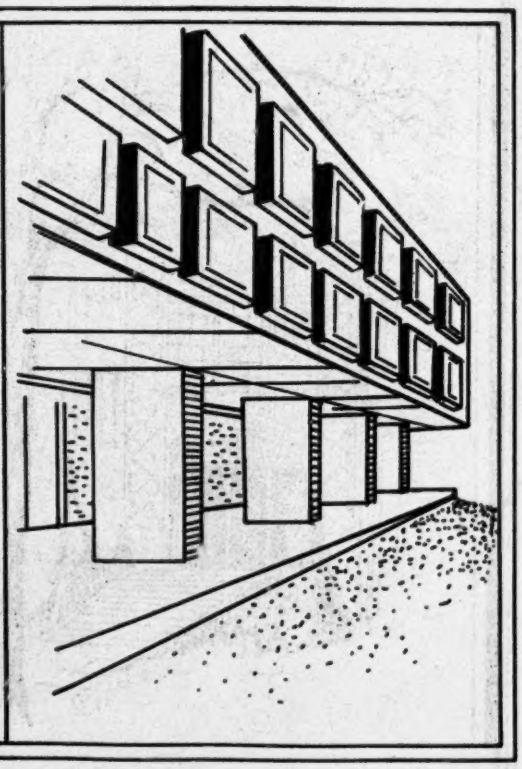
President



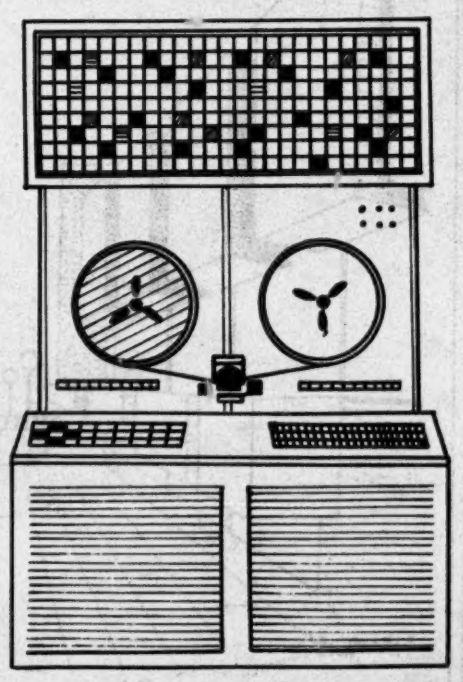
NEW PROGRAMS

- Urban Studies
- International - Joint Program with Mexico
- M.A. and Sixth Year Programs

SOUTHWEST...

YOUR EXPERIMENTAL CAMPUS

Howard Bellows
President



NEW PROGRAMS

- Innovative Programs in Language Skills and Arts
- Instructional Resource Center with Random Access System
- Engineering Technology and Institutional Management

. . . Traditional Undergraduate Programs

MOORHEAD...

YOUR INTERSTATE COMMUNITY CAMPUS

Roland Dille
President

NEW PROGRAMS

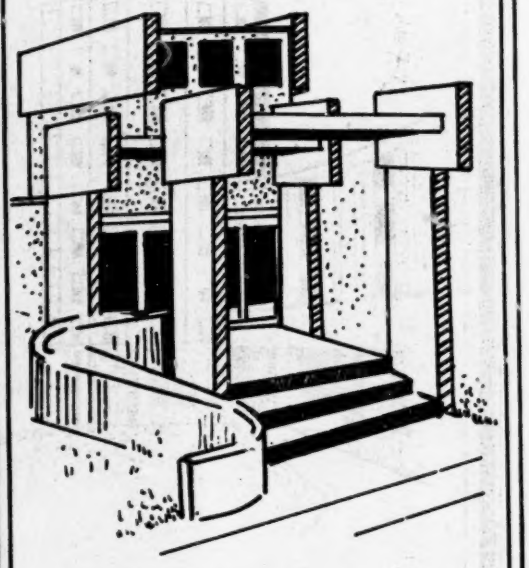
- **American Chemical Society Approved Chemistry Programs**
- **Co-op Programs with Concordia and North Dakota State**
- **M.A. and Fifth Year Programs**

s At All Colleges

ST. CLOUD...

YOUR METROPOLITAN CAMPUS

Robert Wick
President



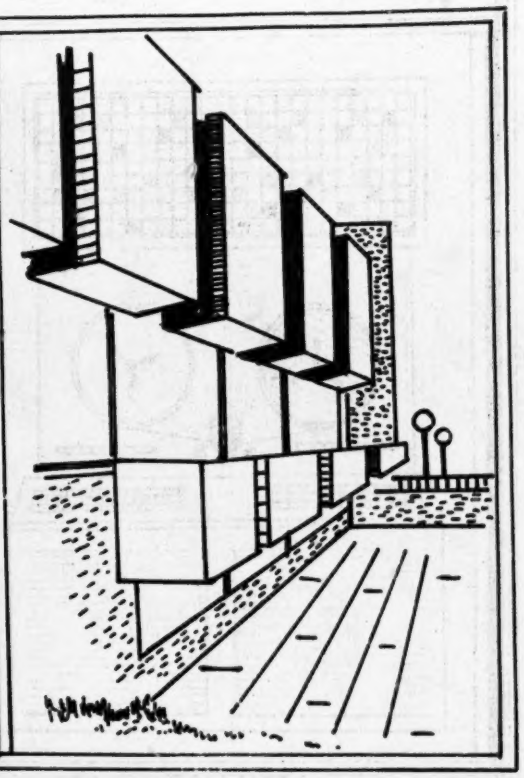
NEW PROGRAMS

- **American Studies**
- **Innovative Art and Theater Programs**
- **Photographic Technology**

BEMIDJI...

YOUR CAMPUS OF THE NORTHWOODS

Robert Decker
President



NEW PROGRAMS

- **Limnological Studies**
- **Specialized Winter Recreational Programs**
- **A Center for Indian Study**

WINONA

YOUR CAMPUS OF

NEW PROGRA

- **Counseling a Services**
- **Nursing**
- **Sixth Year a Degree Pro**

ESTABLISHED TEACHER AND ACADEMIC ADMINISTRATOR PROGRAMS AT ALL ST

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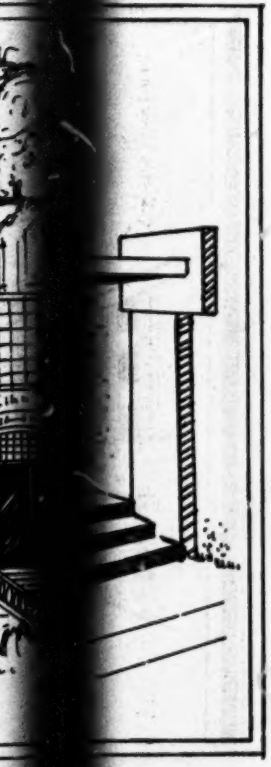
...bert Wick
President



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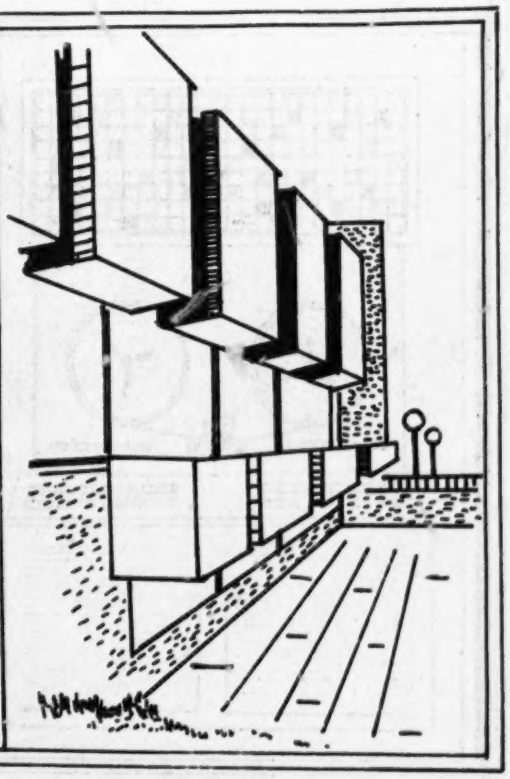
BEMIDJI...

YOUR CAMPUS OF THE NORTHWOODS

Robert Decker
President



NEW PROGRAMS

- **Limnological Studies**
- **Specialized Winter Recreational Programs**
- **A Center for Indian Study**

WINONA...

YOUR CAMPUS OF TRADITION

Robert DuFresne
President

NEW PROGRAMS

- **Counseling and Psychological Services**
- **Nursing**
- **Sixth Year and Specialized Degree Programs**

...SHED TEACHER AND ACADEMIC ADMINISTRATOR PROGRAMS AT ALL STATE COLLEGES

PROPOSED PILOT PROGRAM TO BE PUT INTO OPERATION 3RD QUARTER 1968-69

The "Common Market" program is an attempt to encourage students to seek enrichment in their education by considering the offerings of all the state colleges. All six of our institutions have some distinct programs not available at any of the others. All six colleges have an academic climate unique to its own organization. Since these schools are under the same organizational authority we want to make it as convenient and easy as possible to move between these schools. These interchanges should be encouraged and expedited by the Common Market Directors on each campus. The number involved for each campus and the type of student to be given preference would also be determined by the local Director.

Advisors:

They would be in possession of application blanks and would have to sign before the student could take next step. These advisors would be in keeping with the present advisory arrangement at each respective college.

Registrar or Sub Category Designee:

They would keep score of openings available for each quarter and each school. They would assign on first come first serve and also keep a waiting list. Some arrangement of priority might be arranged later for students going for special courses.

Common Market Director:

Each state college president would appoint a Common Market Director. He would serve as liaison between the Chancellor's office and the other colleges. He would have responsibility for the operation of the program on his campus. This would include formulating policies in conjunction with the Chancellor's office and the other state colleges. A presently proposed duty would be to briefly interview each student participant before he left and after he returned. He would provide analytical evaluation of the program for his school and the Chancellor's office.

Credits:

All credits would be recognized by the parent school. All other course requirements by the parent school would still have to be met.

Costs:

Research costs are to be born by the school. Grant funds to bear costs of any student interchange which would bear a hardship on the student are being pursued separately.

RATIONALE FOR THE MINNESOTA STATE COLLEGE "COMMON MARKET" PROGRAM

One of the weaknesses of the American college system is its tendency to limit the student to a single college experience. While the more affluent student generally has an opportunity to take a summer abroad or at least a summer school experience at another university, a great majority are excluded. An experience at several campuses is truly a liberating education. The loyalty generally fostered by most American institutions, while satisfying in a day of depleting family loyalties, often fosters an educational provinciality. While this would not be true at our leading academic institutions who draw a large national faculty, a large national or international student body, it is a fact of life at many state colleges where a majority of students come from a twenty mile radius and the faculty from the local state institutions. Thus, a giant first step would be a higher in-state student interchange program of cultural enrichment.

Minnesota State College "Common Market" is an attempt to practically enrich the college experience of every student within its system. Upon registering at a Minnesota State College each student is automatically eligible for the "Common Market" program. The program involves the full transferability of all general education requirements, and those major requirements approved by the degree-granting college, for a minimum of one year and a maximum of three years. The maximum is decided by the final degree-granting college.

The purpose of MSCCMP is to serve the student as intelligently as possible with the full resources of the Minnesota State Colleges. Each of the six campuses has a different intellectual, moral and social climate and the possibility of comparison for even one quarter is a tremendously refreshing experience.

New friends are made, new teachers are heard; old friends and teachers are missed. The interchange program is also there for a more basic utilization of academic resources. This, however, must be closely worked out and approved by the degree-granting institution. These resources would be the availability of professors and faculty in one school not available in another. A major in political science at Moorhead might profit by taking certain courses in the urban studies program at Mankato. A major in history at St. Cloud might find a professor and certain specialized library resources more appropriate at Moorhead. Someone interested in recreation at Winona might find a quarter highly beneficial at Bemidji. This exchange is ad infinitum.

The "Common Market" has the potential prospects of beneficially affecting one of the most wasteful practices now in the state college system, the high drop-out rate. "Dropping out" makes it difficult for the student in trying to renew motivation, and find perspective. It is costly to the taxpayer. It is an obvious fact of American college behavior that the higher the academic classification of the school, the lower the drop-out rate. Thus, we can't claim quality and benefit to the student by showing a high drop-out rate.

The high rate of drop-out during the first and second college year is generally related to three factors. One, a loss of motivation due to a feeling that one has made a bad start either grade-wise or socially. Two, the disappointment and limitations of the college experience itself, and three, the inability to perform at that level. These first two attitudes are often coupled together into what we generally call loss of motivation. An opportunity to be able to start anew at another school, even for a quarter or two, might break the deadlock of lost aspiration. The change in institutions in some

cases might be permanent and therefore irritating to the mother institution, but exhilarating to the student. The question is, who are we serving?

As all six colleges are residential schools there should be small cost involved in the exchange of students. Commuter students, whether living at home or in rented rooms should be equally encouraged with those in the dorm. Their change for a quarter may be into a dorm, or private student residence, depending on their choice. A special effort could be made to match family residence exchanges comparable to those done on some international programs. The main portion of the cost, especially that entailed for the Common Market Director on each campus should be borne by each campus. A special grant will be sought for costs to assist students and for additional evaluative research that might be done on the respective campuses regarding the program.

The "Common Market" program is voluntary to the student and not open until the sophomore year. The thinking here is that the student should first fully sample his initial alma mater before he sets out to compare. Secondly, it seems a highly propitious time in decreasing the number of drop-outs since the sophomore year is generally identified in academic circles as the "slump" year. The state college system already practices the proposed policy of honoring the majority of work of each of the state colleges. No new legislation is necessary. The difference is in being receptive to a student who intentionally comes for only one, two or three quarters. A second difference between the present policy and the proposed policy is the positive promotion of the program to the student when he enters the state college system plus the support of the program by the faculty and administration once the student is on their campus. A third difference is that the institution increases its institutional research regarding the job that

it is doing. There should also be the stipulation that no student may stay at the school he is visiting under the MSCCMP for more than one year. If he wishes to stay longer at that institution, he must then follow the regular transfer procedure. The general expectation would be that the student would not spend more than one quarter at another school. He would be encouraged to spend as many as three quarters off his mother campus but these would generally be at three different institutions.

The program would logically include the cooperation with other "Common Market" and consortium programs now in effect, especially such highly desirable ones like that of Mankato, St. Cloud and Moorhead with Mexico; Moorhead with Concordia and North Dakota State University: St. Cloud and Winona with the colleges in their immediate vicinity, and for others that might be further developed. These other colleges would not be open to the "Common Market" freedom available in the consortium but could be organized on a closely related associate membership and included as fully as state laws will permit.

The above program is only the first stage of a proposed four stage program of a fully developed and integrated system. Stage two would concentrate on unique programs and specialties existing at only one of the institutions to which the others would be tied in as feeders of both students and faculty. This would emphasize specialization. A third stage would be a full development of faculty interchange on a temporary and permanent basis. The fourth stage would call for the full articulation of the state colleges with all other segments of education in Minnesota. The projected date by which all four stages would be functionally and economically in operation is now projected as a part of the overall six-year plan. It should be realized by 1975.